



PERFORMANCE AGREEMENT

BETWEEN

PRIME MINISTER AND MINISTER

Ministry Of Education

(July 1, 2016 – June 30, 2017)

TABLE OF CONTENTS

Section 1: Vision, Mission and Objectives

Section 2: Objectives, Actions, Success Indicators and Target

Section 3: Trend Values of Success Indicators

Section 4: Description and Measurement of Success Indicators

Section 5: Requirements from other Ministries, Agencies and Dzongkhags

Preamble

The Performance Agreement is entered into between the Prime Minister and Minister, Ministry Of Education.

The objectives of this Performance Agreement are:

- a) To establish clarity and consensus about annual priorities for the Ministry Of Education consistent with the 11th Five Year Plan , and Government's other priorities;
- b) To make the Ministry Of Education fully responsible for driving implementation and delivering the results against the annual priorities;
- c) To provide an objective and fair basis for evaluating the Ministry's overall performance at the end of the year;

The Performance Agreement represents an important accountability mechanism for inculcating a performance based culture at all levels of government.

THEREFORE, the parties hereto agree as follows:

Section 1: Vision, Mission and Objectives

Vision

An educated and enlightened society of GNH, built and sustained on the unique Bhutanese values of the dam-tsig ley gju-drey.

Mission

1. Formulate sound educational policies leading towards knowledge-based GNH society.
2. Provide equitable and inclusive quality education and lifelong learning for all through provision of the necessary learning space and opportunity to harness their full potential as productive citizens.
3. Prepare the young women and men with appropriate knowledge, skills and values to cope with the challenges of the 21st century.

Objectives

- 1) To improve relevance and quality of education
- 2) To improve access to and sustainability of education
- 3) To strengthen youth development programme and services
- 4) To enhance adult literacy and lifelong learning
- 5) To enhance efficiency and effectiveness of G2C services
- 6) To improve Ease of Doing Business Ranking
- 7) To create a conducive environment for gender equality and child protection
- 8) To prevent corruption

Section 2: Objectives, Success Indicators & Target

| Objective | Weight | Action | Success Indicator | Unit | Weight | Excellent [100%] | Very Good [90%] | Good [80%] | Fair [70%] | Poor [60%] |
|---|--------|---|--|---------|--------|--|--|---|--|--|
| To improve relevance and quality of education | 31 | Maintain primary completion rate above 100% | Primary completion rate (Class VI) | Percent | 2 | >100 | >99 | >98 | >97 | <96 |
| | | Increase % of students who complete secondary education | Secondary completion rate (Class X) | Percent | 1 | >94 | >93.8 | >93.5 | >93.3 | <93.1 |
| | | Increase % of schools scoring above 70% on GNH index | Percentage of schools scoring above 70% on GNH index | Percent | 2 | 100 | 99.6 | 99.4 | 99.2 | <99.08 |
| | | Implement School Reform Programme (SRP) | Implementation status of infrastructure development of 17 central schools under SRP (SPBD) | Percent | 2 | 70 | 60 | 50 | 40 | <27 |
| | | | Implementation status of infrastructure development of 38 central schools (Dzongkhags/Thromdes) | Percent | 1 | 70 | 60 | 50 | 40 | <30 |
| | | | Number of additional potential central schools implemented/upgraded under RGoB/other source of funding | Number | 2 | 5 | 4 | 3 | 2 | 1 |
| | | Enhance learning outcomes in core subjects | Learning outcome mean scores (Class III) | Percent | 1 | Dz = 62 Eng = 60 Math = 60 | Dz = 58 Eng = 59 Math = 58 | Dz = 56 Eng >58 Math = 56 | Dz = 54 Eng = 58 Math = 54 | Dz <54 Eng <58 Math < 54 |
| | | | Learning outcome mean scores (Class VI) | Percent | 1 | Dz = 65 Eng = 58 Math = 58 Sci = 62 | Dz = 62 Eng = 56 Math = 56 Sci = 60 | Dz = 60 Eng = 54 Math = 54 Sci = 59 | Dz = 58 Eng = 52 Math = 52 Sci = 58 | Dz <58 Eng <52 Math < 52 Sci <58 |
| | | | Learning outcome mean scores (Class X) | Percent | 1 | Dz = 69 Eng = 59 Math = 59 Sci =58 | Dz = 68 Eng = 58 Math = 58 Sci = 56 | Dz = 67 Eng = 57 Math = 57 Sci = 54 | Dz = 66 Eng = 56 Math = 56 Sci = 53 | Dz < 65 Eng < 56 Math < 56 Sci < 53 |

| Objective | Weight | Action | Success Indicator | Unit | Weight | Excellent [100%] | Very Good [90%] | Good [80%] | Fair [70%] | Poor [60%] |
|-----------|---|---|--|---------|--------|-------------------------------|------------------------------|-----------------------------|------------------------------|------------------------------|
| | | Improve examination and assessment system in collaboration with REC & BCSEA | Percentage of board examination system reviewed to make it more competency based | Percent | 1 | 20-25 | - | - | - | 15-20 |
| | | | Number of examination and assessment system reviewed and improved by subjects | Number | 1 | 5 subjects | 4 subjects | 3 subjects | 2 subjects | 1 subject |
| | Implement Teacher HR policy | | Percentage of teachers trained on transformative pedagogy | Percent | 2 | 100 | 95 | 90 | 85 | <80 |
| | | | Percentage of school leaders (Principals & VPs) trained on transformative pedagogy | Percent | 2 | 100 | 95 | 90 | 85 | <80 |
| | | | Timeline by which the teacher's career to Executive Specialist (ES) level is implemented | Date | 2 | 12/31/2016 | 01/10/2017 | 01/20/2017 | 01/31/2017 | 02/01/2017 |
| | Implement Sherig Endowment Fund | | Number of schools taking up action research under Sherig Endowment Fund | Number | 1 | >90 | >70 | >50 | >30 | <30 |
| | Review and revise subjects to incorporate international best practices of teaching, learning and assessment | | Number of subjects reviewed and revised | Number | 1 | 5 | 4 | 3 | 2 | 1 |
| | Accredit Tertiary Education Institutions (TEIs) and provide recognition of qualifications | | Number of institutes accredited | Number | 2 | 4 | 3 | 2 | - | 1 |
| | | | Time taken for the recognition of qualifications from the day of application | Days | 2 | 2 wks | 2-3 wks | 3-4 wks | 4-5 wks | > 5 wks |
| | Implement ICT Master Plan | | Number of schools with internet connectivity | Number | 2 | 50+ secondary and selected PS | 40 secondary and selected PS | 30secondary and selected PS | 20 secondary and selected PS | 10 secondary and selected PS |
| | | | Number of schools with computer | Number | 2 | 3 LSS | 2 LSS | - | - | 1 LSS |

| Objective | Weight | Action | Success Indicator | Unit | Weight | Excellent [100%] | Very Good [90%] | Good [80%] | Fair [70%] | Poor [60%] |
|--|--|--|--|---------|--------|------------------|-----------------|------------|------------|------------|
| | | | lab facilities | | | | | | | |
| To improve access to and sustainability of education | 30 | Enhance nutritional standards and the health of students | Number of schools reporting cases of peripheral neuropathy outbreaks | Number | 3 | 0 | - | - | - | >0 |
| | | | Timeline by which a new menu with fortified rice is piloted in selected dzongkhags and schools | Date | 3 | Dec 2016 | Mar 2017 | Apr 2017 | May 2017 | Jun 2017 |
| | | | Number of additional central schools providing 3 eggs per child in a week programme | Number | 1 | 42 | 32 | 22 | 12 | <9 |
| | | | Percentage of schools promoting health and hygiene | Percent | 3 | 90 | 88 | 86 | 84 | 82 |
| | Expand ECCD and special education services | | Number of additional ECCD centres established | Number | 2 | 30 | 25 | 20 | 15 | <15 |
| | | | Number of additional special education centers established | Number | 2 | 2 | - | - | - | 1 |
| | Expand access to primary, basic and tertiary education | | Number of students enrolled under students Loan Scheme for Tertiary Education | Number | 3 | 290 | 280 | 270 | 260 | <250 |
| | | | Number of undergraduate scholarships implemented | Number | 2 | 195-200 | 190-194 | 185-189 | 180-184 | 180 |
| | | | Adjusted Primary Net Enrolment Ratio (6-12 yrs old) | Percent | 2 | >95 | 93 | 91 | 89 | <88 |
| | | | Basic Net Enrolment Ratio (6-16yrs old) | Percent | 3 | 94.5 | 93.5 | 92.5 | 91.5 | <90 |
| | | | Gross Enrolment Ratio (GER) at tertiary level (19-21 years old) | Percent | 2 | 38 | 37.5 | 36.5 | 36 | <36 |
| | Facilitate private sector participation in education | | Number of colleges approved (Public/Private) | Number | 2 | 1 | - | - | - | 0 |
| | | | Number of private schools approved | Number | 2 | 1 | - | - | - | 0 |

| Objective | Weight | Action | Success Indicator | Unit | Weight | Excellent [100%] | Very Good [90%] | Good [80%] | Fair [70%] | Poor [60%] |
|---|--------|--|--|----------------|--------|--------------------------------|---|---|---|---|
| To strengthen youth development programme and services | 15 | Promote mass participation of students in sports and physical activities | Percentage of schools with sports calendar | Percent | 4 | >90 | 90 | 89.5 | 89 | <88.6 |
| | | Strengthen guidance and counseling services in schools | Percentage of schools with functional guidance and counseling programme | Percent | 4 | 46% of secondary and 55% of PS | 45% of secondary and 53% of primary schools | 44% of secondary and 51% of primary schools | 43% of secondary and 45% of primary schools | 41% of secondary and 44% of primary schools |
| | | Promote scouting among students | Number of students taking up scouting | Number | 4 | >30000 | 29800 | 29500 | 29200 | 29000 |
| | | Expand youth friendly facilities & services | Number of additional youth centers | Number | 3 | 1 | - | - | - | 0 |
| To enhance adult literacy and lifelong learning | 9 | Develop equivalency framework | Timeline by which the Draft Equivalency Framework is in place | Date | 3 | Mid May 2017 | End May 2017 | Mid June 2017 | End June 2017 | Later than June 2017 |
| | | Enhance NFE basic literacy completion rate | NFE basic literacy completion rate | Percent | 3 | 91 | 90 | 89 | 88 | <87 |
| | | Strengthen CE programme | CE completion rate | Percent | 3 | 85 | 80 | 75 | 70 | <70 |
| To enhance efficiency and effectiveness of G2C services | 5 | Resolve citizens grievances | Percentage of grievances redressed | Percent | 1 | 100 | 97 | 95 | 93 | 90 |
| | | Provide G2C services effectively | Percentage of services not delivered on time for the 8 G2C services under DAHE | Percent | 2 | 3 | 3.5 | 4 | 4.5 | 5 |
| | | Provide G2C services through mobile | 1 Mobile apps/services operationalised and functional | Status of Work | 2 | yes | - | - | - | No |
| To improve Ease of Doing Business Ranking | 5 | Implement action plan to improve the Ease of Doing Business ranking as developed by MoEA | Timeline by which Cabinet approves the new tax incentives framework | Date | 5 | 01/09/2016 | 01/11/2016 | 01/01/2017 | 01/03/2017 | 01/05/2017 |

| Objective | Weight | Action | Success Indicator | Unit | Weight | Excellent [100%] | Very Good [90%] | Good [80%] | Fair [70%] | Poor [60%] |
|--|--------|---|---|---------|--------|------------------|-----------------|---------------|------------|----------------|
| To create a conducive environment for gender equality and child protection | 3 | Institutionalize integration of gender equality and child protection concerns | Timeline by which Childcare center (crèche) for the employees is provided | Date | 1 | 30th April, 2017 | - | 31st May 2017 | - | 30th June 2017 |
| | | | Timeline by which internal framework to address gender related issues faced by the employee within the sector concerned is developed. | Date | 1 | 31st May 2017 | - | - | - | 30th June 2017 |
| | | | Number of focused projects/activities on gender and child protection implemented. | Number | 1 | 2 | - | - | - | 1 |
| To prevent corruption | 2 | Implement action plan adopted after the conduct of Integrity Diagnostic Test | Percentage of IDT recommendations implemented | Percent | 2 | 91-100 | 81-90 | 71-80 | 61-70 | <60 |

Section 3: Trend values of success indicators

| Objective | Action | Success Indicator | Unit | Actual Values [FY 2013-14] | Actual Values [FY 2014-15] | Target Values [FY 2015-16] | Projected Values [FY 2016-17] | Projected Values [FY 2017-18] | |
|---|---|--|--|--|--|---|---|---|------------------|
| To improve relevance and quality of education | Maintain primary completion rate above 100% | Primary completion rate (Class VI) | Percent | 112 | 109 | 111 | >100 | >100 | |
| | Increase % of students who complete secondary education | Secondary completion rate (Class X) | Percent | 74 | 79 | 93.1 | 94 | 95 | |
| | Increase % of schools scoring above 70% on GNH index | Percentage of schools scoring above 70% on GNH index | Percent | - | 98 | 99.08 | 100 | 100 | |
| | Implement School Reform Programme (SRP) | Implementation status of infrastructure development of 17 central schools under SRP (SPBD) | Implementation status of infrastructure development of 17 central schools under SRP (SPBD) | Percent | - | Tendering and master plan completed | 26.52% of works implemented | 70% implemented | 100% implemented |
| | | | Implementation status of infrastructure development of 38 central schools (Dzongkhags/Thromdes) | Percent | - | Tendering and master plan completed | 37.17% of works implemented | 70% implemented | 100% implemented |
| | | | Number of additional potential central schools implemented/upgraded under RGoB/other source of funding | Number | - | - | 16 | 21 | - |
| | Enhance learning outcomes in core subjects | Learning outcome mean scores (Class III) | Percent | Dz = 56 Eng = 52 Math = 51 | Dz = 58 Eng = 54 Math = 54 | Dz = 69.21, Eng = 65.23, Math = 63.69 | Dz = 62 Eng = 60 Math = 60 | Dz = 65 Eng = 65 Math = 65 | |
| | | Learning outcome mean scores (Class VI) | Percent | Dz = 55 Eng = 50 Math = 49 Sci = 57 | Dz = 58 Eng = 52 Math = 52 Sci = 58 | Dz = 64.7, Eng = 59.45, Math = 55.43, Sci = 62 | Dz = 65 Eng = 58 Math = 62 Sci = 62 | Dz = 70 Eng = 60 Math = 60 Sci = 65 | |

| Objective | Action | Success Indicator | Unit | Actual Values [FY 2013-14] | Actual Values [FY 2014-15] | Target Values [FY 2015-16] | Projected Values [FY 2016-17] | Projected Values [FY 2017-18] |
|-----------|---|--|---------|---|---|---|---|---|
| | | Learning outcome mean scores (Class X) | Percent | Dz = 63 Eng = 55 Math = 55 Sci = 50 | Dz = 65 Eng = 56 Math = 56 Sci = 53 | Dz = 59.97, Eng = 56.10, Math = 46.35, Sci =47.54 | Dz = 69 Eng = 59 Math = 59 Sci = 58 | Dz = 70 Eng = 60 Math = 60 Sci = 60 |
| | Improve examination and assessment system in collaboration with REC & BCSEA | Percentage of board examination system reviewed to make it more competency based | Percent | 5-10 | 10-15 | 15-20 | 20-25 | 25-30 |
| | | Number of examination and assessment system reviewed and improved by subjects | Number | 2 (Pry Sci, Math) | 3 (Dzo, EVS, Eco) | 4 (Rigzhung/ Eng/ Pry ICT/Env.Sci .) | 5 (Media Studies, AgFS, VSDC, Art, HPE) | 4 (Accts, Geo, Commerce, LCS) |
| | Implement Teacher HR policy | Percentage of teachers trained on transformative pedagogy | Percent | - | - | - | 100 | - |
| | | Percentage of school leaders (Principals & VPs) trained on transformative pedagogy | Percent | - | - | - | 100 | - |
| | | Timeline by which the teacher's career to Executive Specialist (ES) level is implemented | Date | - | - | - | 12/31/2016 | - |
| | Impement Sherig Endowment Fund | Number of schools taking up action research under Sherig Endowment Fund | Number | - | - | - | >90 | >50 |
| | Review and revise subjects to incorporate international best practices of teaching, learning and assessment | Number of subjects reviewed and revised | Number | Eco: 11-12 AgFS: 11-12 Math: 7-10 Sci: 8 Art: 2-3 | Eco-11-12 AgFS-11-12 Math-3 Sci-8 Art- 4 | Sci-9-10 Media-11 Env. Sci-11 | Env. Sc.-12, Media -12 Sci-11-12 History-7 | Env. Sc/ Media and History-9-10 |
| | Accredit Tertiary Education Institutions (TEIs) and provide recognition of qualifications | Number of institutes accredited | Number | - | - | 3 | 7 | 13 |
| | | Time taken for the recognition of qualifications from the day of application | Days | 2-4 wks | 2-4 wks | 2-3 wks | 2 wks | <2 wks |

| Objective | Action | Success Indicator | Unit | Actual Values [FY 2013-14] | Actual Values [FY 2014-15] | Target Values [FY 2015-16] | Projected Values [FY 2016-17] | Projected Values [FY 2017-18] |
|--|--|--|---------|----------------------------|----------------------------|----------------------------|-------------------------------|-------------------------------|
| | Implement ICT Master Plan | Number of schools with internet connectivity | Number | - | 88 secondary schools | 170+ secondary and 10 PS | 188 secondary and selected PS | - |
| | | Number of schools with computer lab facilities | Number | - | 172 | 182 secondary | 185 secondary | 220 secondary |
| To improve access to and sustainability of education | Enhance nutritional standards and the health of students | Number of schools reporting cases of peripheral neuropathy outbreaks | Number | - | - | 0 | 0 | 0 |
| | | Timeline by which a new menu with fortified rice is piloted in selected dzongkhags and schools | Date | - | - | Dec 2016 | - | - |
| | | Number of additional central schools providing 3 eggs per child in a week programme | Number | - | 6 | 9 | 51 | 60 |
| | | Percentage of schools promoting health and hygiene | Percent | 60 | 70 | 80 | 90 | 100 |
| | Expand ECCD and special education services | Number of additional ECCD centres established | Number | 165 | 231 | 260 | 290 | 300 |
| | | Number of additional special education centers established | Number | 10 | 12 | 12 | 14 | 15 |
| | Expand access to primary, basic and tertiary education | Number of students enrolled under students Loan Scheme for Tertiary Education | Number | - | 90 | 228 | 518 | 808 |
| | | Number of undergraduate scholarships implemented | Number | 799 | 1004 | 1204 | 1404 | 1600 |
| | | Adjusted Primary Net Enrolment Ratio (6-12 yrs old) | Percent | 98.5 | 98.7 | >95 | >95 | >95 |
| | | Basic Net Enrolment Ratio (6-16yrs old) | Percent | 94 | 93 | >90 | 94.5 | 96 |
| Gross Enrolment Ratio (GER) at tertiary level (19-21 years old) | | Percent | 34 | 35 | 36.6 | 38 | 40 | |
| Facilitate private sector | Number of colleges approved (Public/Private) | Number | 1 | 2 | 4 | 5 | 6 | |

| Objective | Action | Success Indicator | Unit | Actual Values [FY 2013-14] | Actual Values [FY 2014-15] | Target Values [FY 2015-16] | Projected Values [FY 2016-17] | Projected Values [FY 2017-18] |
|---|--|--|----------------|---|---|---|--------------------------------|---|
| | participation in education | Number of private schools approved | Number | 32 | 36 | 37 | 38 | 40 |
| To strengthen youth development programme and services | Promote mass participation of students in sports and physical activities | Percentage of schools with sports calendar | Percent | 60 | 70 | 88.61 | >90 | Near 100 |
| | Strengthen guidance and counseling services in schools | Percentage of schools with functional guidance and counseling programme | Percent | 30% of secondary and 24% of primary schools | 40% of secondary and 24% of primary schools | 41% of secondary and 44% of primary schools | 46% of secondary and 55% of PS | 53% of secondary and 65% of primary schools |
| | Promote scouting among students | Number of students taking up scouting | Number | 18600 | 23500 | 28896 | >30000 | 35000 |
| | Expand youth friendly facilities & services | Number of additional youth centers | Number | 9 | 10 | 11 | 12 | 13 |
| To enhance adult literacy and lifelong learning | Develop equivalency framework | Timeline by which the Draft Equivalency Framework is in place | Date | - | - | - | Mid-May 2017 | - |
| | Enhance NFE basic literacy completion rate | NFE basic literacy completion rate | Percent | - | 89 | 90 | 91 | 92 |
| | Strengthen CE programme | CE completion rate | Percent | 78.3 | 80 | 73.6 | 85 | 90 |
| To enhance efficiency and effectiveness of G2C services | Resolve citizens grievances | Percentage of grievances redressed | Percent | - | - | - | - | - |
| | Provide G2C services effectively | Percentage of services not delivered on time for the 8 G2C services under DAHE | Percent | - | - | - | - | - |
| | Provide G2C services through mobile | 1 Mobile apps/services operationalised and functional | Status of Work | - | - | - | - | - |
| To improve Ease of Doing Business | Implement action plan to improve the Ease of Doing Business ranking | Timeline by which Cabinet approves the new tax incentives framework | Date | - | - | - | - | - |

| Objective | Action | Success Indicator | Unit | Actual Values [FY 2013-14] | Actual Values [FY 2014-15] | Target Values [FY 2015-16] | Projected Values [FY 2016-17] | Projected Values [FY 2017-18] |
|--|---|---|---------|----------------------------|----------------------------|----------------------------|-------------------------------|-------------------------------|
| Ranking | as developed by MoEA | | | | | | | |
| To create a conducive environment for gender equality and child protection | Institutionalize integration of gender equality and child protection concerns | Timeline by which Childcare center (crèche) for the employees is provided | Date | - | - | - | 30th April, 2017 | - |
| | | Timeline by which internal framework to address gender related issues faced by the employee within the sector concerned is developed. | Date | - | - | - | 31st May 2017 | - |
| | | Number of focused projects/activities on gender and child protection implemented. | Number | - | - | - | 2 | - |
| To prevent corruption | Implement action plan adopted after the conduct of Integrity Diagnostic Test | Percentage of IDT recommendations implemented | Percent | - | - | - | 100 | 100 |

Section 4: Definition of Success Indicators

| Success Indicator | Description | Data Collection Methodology | Data Collection Frequency | Data Source |
|--|---|--|---------------------------|-----------------------------|
| Primary completion rate (Class VI) | Total number of students successfully completing CI VI in a given year expressed as a percentage of 12 yrs old population in the country | Annual Student Census | Annually | Annual Education Statistics |
| Secondary completion rate (Class X) | Total number of students successfully completing CI X in a given year expressed as a percentage of 16 yrs old population in the country | Annual Student Census | Annually | Annual Education Statistics |
| Learning outcome mean scores (Class III) | The Mean Scores are derived by dividing the total marks obtained by the entire students of a particular year. | Actual Mean Scores for each year. | Annually | REC/BCSEA |
| Learning outcome mean scores (Class VI) | The Mean Scores are derived by dividing the total marks obtained by the entire class VI students of a particular year. | Actual Mean Scores for each year. | Annually | REC/BCSEA |
| Learning outcome mean scores (Class X) | The Mean Scores are derived by dividing the total marks obtained by the entire class X students of a particular year. | Actual Mean Scores for each year. | Annually | REC/BCSEA |
| Number of subjects reviewed and revised | No of subjects where changes would be made. Review involves needs assessment and situational analysis, while revision involves revising information and content based on the review reports. Reform on the other hand is a major overhaul of the curriculum, often requiring shift in pedagogy. | To be reported annually based on reports from REC | Annually | REC |
| Adjusted Primary Net Enrolment Ratio (6-12 yrs old) | It measures the participation of 6-12 yrs old population in the primary education including those in secondary and monastic education and those studying abroad. | Student enrolment from EMIS and population data from NSB | Annually | Annual Education Statistics |
| Basic Net Enrolment Ratio (6-16yrs old) | It measures the participation of 6-16 yrs old population in basic education (PP-X) | Student enrolment from EMIS and population data from NSB | Annually | Annual Education Statistics |
| Gross Enrolment Ratio (GER) at tertiary level (19-21 years old) | It measures the participation of 19-21 yrs old population in the tertiary education (both within and outside Bhutan). | Annual student census conducted by RUB and compiled by MOE | Annually | Annual Education Statistics |
| Percentage of schools promoting health and hygiene | It shows the number of schools that have a trained school health coordinator in place, adequate toilets, adequate taps with running water and annual health checkups using the Student Health Handbook. | Reports from Dzongkhags & Thromdeys | Annually | SNHD,DSE,Mo E |

| Success Indicator | Description | Data Collection Methodology | Data Collection Frequency | Data Source |
|---|---|---|---------------------------|---|
| Percentage of schools with sports calendar | It indicates the number of primary and secondary schools out of the total number of existing schools that have annual sports calendars | Reports from Dzongkhags & Thromdeys | Annually | Annual report of DYS |
| Number of additional youth centers | It indicates the actual number of youth centers established with adequate staff, facilities and services in place together with involvement of youth volunteers in the Dzongkhags or Thromdeys | Progress report of the Division & Reports from Dzongkhags & Thromdeys | Annually | Annual report of DYS |
| Percentage of schools with functional guidance and counseling programme | It measures the percentage of schools with school guidance counsellors (full time) offering general prevention programmes, intervention, and responses services in the school. | Actual recruitment of full time SGC and placement in schools | Annually | Annual report of DYS |
| CE completion rate | It measures the rate of Continuing Education learners completing against those who enrolled | Pupil Performance Report | Annually | BCSEA |
| Percentage of services not delivered on time for the 8 G2C services under DAHE | Percentage to be derived from PM'seDesk | Percentage to be derived from PM'seDesk | Monthly | PM's e-Desk |
| Percentage of grievances redressed | The percentage will be derived from the e-KaaSel | The percentage will be derived from the e-KaaSel | Annually | eKaaSel |
| Timeline by which Childcare center (crèche) for the employees is provided | This includes setting up of childcare centers in their respective offices (or centrally located centers where there are many offices together). | Physical Verification or Gender Monitoring System. | Annually | Agency data/record and reports by Gender (GFP) and Child focal points of the different sectors. |
| Timeline by which internal framework to address gender related issues faced by the employee within the sector | The indicator refers to development of an internal framework within each sector to address gender issues faced by the employees within the sector and provide conducive working environment for the female employees. The framework should include the following areas: - Mechanisms/procedures to report on harassment at work place including sexual | Consultations, Bilateral Meetings | Annually | Agency report/record and GFP reports. |

| Success Indicator | Description | Data Collection Methodology | Data Collection Frequency | Data Source |
|---|---|--|---------------------------|---------------------------------|
| concerned is developed. | <p>harassment (should designate a focal person who will facilitate reporting of such issues to higher authorities) within the sector.</p> <ul style="list-style-type: none"> - Provision of facilities like breastfeeding room for nursing mothers and customers (for office providing services to the public), separate toilets for male and female employees with basic amenities like sanitary bins in the female toilets - Inclusion of female representative in the important committees of the sector - Implementation of flexi timing to working mothers - Awareness for all the employees on gender and child protection issues including sexual harassment and introducing a system where all new recruits/employees of the sector to be | | | |
| Number of focused projects/activities on gender and child protection implemented. | This includes implementation of focused projects/activities to address gender and child protection issues by the Ministry. | Consultations, Meetings | Annually | Progress report of the Ministry |
| Percentage of IDT recommendations implemented | To track implementation of IDT recommendations | Regular reporting by ACC focal in the Ministry | Annually | Administrative Records |

Section 5: Requirements from other Ministries, Agencies & Dzongkhags

| Organisation Name | Relevant Success Indicator | Requirement from the Organisation | Justification for the Requirement | Requirement detail | Impact (If Not Met) |
|--------------------------------------|---|--|---|--|--|
| GROSS NATIONAL HAPPINESS COMMISSION | Number of additional special education centers established | Fund | Fund required from Unicef to establish one additional special education center | Making fund available by Jan 2017 | Target may not be achieved |
| ROYAL CIVIL SERVICE COMMISSION | Number of undergraduate scholarships implemented | Timely requisition as per the actual national HR requirement | Ensure implementation of scholarships in the critical need areas | Actual requisition as per the national HR requirement | Mismatch in HR requirement and scholarship implemented. |
| MINISTRY OF LABOUR & HUMAN RESOURCES | Number of undergraduate scholarships implemented | Timely requisition as per the actual national HR requirement | Ensure implementation of scholarships in the critical need areas | Actual requisition as per the national HR requirement | Mismatch in HR requirement and scholarship implemented. |
| NATIONAL LAND COMMISSION | Number of colleges approved (Public/Private) | Proposals for the establishment of four (3 EDI) public/private colleges. | The actual achievement would depend on the number of proposals received from the private individuals, which is beyond the control of MoE. | At least four proposals; lease of at least 15 acres for each college proposal. | No additional institutes of higher education. |
| CABINET SECRETARIAT | Number of colleges approved (Public/Private) | Proposals for the establishment of 4(3 EDI) public/private colleges. (EDI – Eastern Development Initiative) | The actual achievement would depend on the number of proposals received from the private individuals, which is beyond the control of the ministry | At least 4 proposals Lease of at least 15 acres for each college proposal | If no proposals are received during the FY 2015-16, government's intervention/support required to achieve this target. |
| All Dzongkhags | Implementation status of infrastructure development of 38 central schools (Dzongkhags/Thromdes) | Constructions | The success of the central school would depend on the timely constructions of required infrastructure by the Dzongkhags | Ensure at least 70% of all capital works related to central schools in their Dzongkhags are completed by the end of FY 2016-17 | Any spillover activities would seriously hamper the overall progress of the implementation of central schools to be implemented within the plan period |
| ROYAL | Number of examination | Expertise | To review examination and | REC to complete the review | Target may not be |

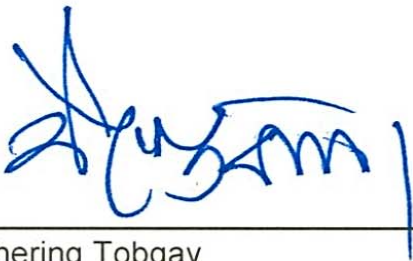
| Organisation Name | Relevant Success Indicator | Requirement from the Organisation | Justification for the Requirement | Requirement detail | Impact (If Not Met) |
|--|--|--|--|--|----------------------------|
| EDUCATION COUNCIL | and assessment system reviewed and improved by subjects | | assessment in Mdeia studies, AgFS, VSDC, Art, HPE subjects | within FY 2016-17 | achieved |
| BHUTAN COUNCIL FOR SCHOOL EXAMINATION & ASSESSMENT | Percentage of board examination system reviewed to make it more competency based | Expertise | To review the board examination to make it more competency based | BCSEA to complete the work as targeted | Target may not be achieved |
| ROYAL EDUCATION COUNCIL | Number of subjects reviewed and revised | Expertise | To review and revise class 12 Env. Science, class 12 Media studies, class 11&12 Science, and class 7 history subjects | REC to complete the review within FY 2016-17 | Target may not be achieved |
| ROYAL CIVIL SERVICE COMMISSION | Percentage of schools with functional guidance and counseling programme | Recruitment of School Guidance Counselors | Schools require full time counselors to offer general prevention programmes, intervention and response services | Recruit a minimum of 20 school guidance counselors annually | Targets cannot be achieved |
| ROYAL UNIVERSITY OF BHUTAN | Percentage of schools with functional guidance and counseling programme | Provision of Post Graduate Diploma in School Guidance and Counselling | To equip School Guidance Counsellors with skills to provide relevant programmes and services in schools | Continued training of new SGCs | Target may not be achieved |
| ROYAL CIVIL SERVICE COMMISSION | Number of additional youth centers | Recruitment of Youth Center staff | To enable the Youth Centers to offer better services, facilities and programmes for youth | Recruit 2 staff for each Youth Center | Targets cannot be achieved |
| All Dzongkhags | Number of schools taking up action research under Sherig Endowment Fund | DEOs inform and encourage all schools in the dzongkhags/thromdes apply for Sherig Endowment Fund | The number of schools conducting action research is contingent on the number of proposals received, which is beyond the control of the Ministry. | To achieve the target, a minimum of 100 proposals would be required from the schools | Target may not be achieved |
| THROMDEYS | Number of schools taking up action research under Sherig Endowment Fund | TEOs inform and encourage all schools in the dzongkhags/thromdes apply for Sherig Endowment Fund | The number of schools conducting action research is contingent on the number of proposals received, which is beyond the control of the Ministry. | To achieve the target, a minimum of 100 proposals would be required from the schools | Target may not be achieved |

Whereas,

I, the Minister, Ministry Of Education, commit to the Prime Minister, the Government and the people of Bhutan to deliver the results described in this Annual Performance Agreement.

I, the Prime Minister, commit to the Minister, Ministry Of Education, on behalf of the Government and the people of Bhutan, to provide the necessary fund and resources for delivery of the results described in this Annual Performance Agreement.

SIGNED:



Tshering Tobgay
Prime Minister of Bhutan

6.7.16

Date



Norbu Wangchuk
Minister

Date